



5/15/02 Draft



Content Literacy Committee

Implementing a Vision for Curricular Excellence

Members of the Content Literacy Committee (K-12 teachers, content specialists, intermediate school district consultants, and instructors in higher education) act in an advisory capacity for the Michigan Department of Education and as a task force for projects related to implementation of the Michigan Curriculum Framework, with emphasis on content area literacy.

Vision

All students in Michigan will achieve personal, social, occupational, and civic literacy. Thus, they will be committed to lifelong learning and democratic principles, exhibit capacities for critical thought, and demonstrate skills and attitudes needed to live in an information-rich society characterized by diversity.

The literate individual:

- communicates skillfully and effectively through printed, visual, auditory, and technological media in the home, school, community, and workplace;
- thinks analytically and creatively about important themes, concepts, and ideas;
- uses the English language arts to identify and solve problems;
- uses the English language arts to understand and appreciate the commonalities and differences within social, cultural, and linguistic communities;
- understands and appreciates the aesthetic elements of oral, visual, and written texts;
- uses the English language arts to develop insights about human experience;
- uses the English language arts to develop the characteristics of lifelong learners and workers, such as curiosity, persistence, flexibility, and reflection; and
- connects knowledge from all curriculum areas to enhance understanding of the world.

(Michigan Curriculum Framework, 1996)



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Beliefs

We believe that:

- Michigan educators and students should possess, understand, and use literacy skills and strategies to enhance achievement of content standards.
- Michigan educators should reflect on their own practices in light of best research.
- Michigan educators should engage students through learning opportunities that emphasize enduring knowledge and skills which lead to the next level of learning.
- instruction should entail productive relationships among disciplines creating integrated learning.
- instruction should consistently engage thinking, reasoning, and communication through the wide-ranging, enthusiastic, rigorous, interdisciplinary exploration of big ideas.

Mission

Content Literacy Committee (CLC) members provide leadership and support for achievement of cross-curricular mastery of literacy skills (listening, speaking, reading, writing, viewing, and visually representing) by all Michigan students. Through the development of resources, materials, and professional development models we foster deeper understanding and fuller integration of communication processes required for learning in this *age of information*.

Objectives

CLC provides a statewide forum and network of support for:

- statewide communication concerning issues relevant to curriculum, assessment, and instruction;
- development and implementation of educational resources, materials, and professional development models;
- proactive problem solving associated with curriculum development and implementation;
- promotion and facilitation of balanced classroom assessment (formative and summative) consistent with state standards;
- effective literacy instruction across the content areas and consistent with state standards;
- clarification of processes associated with content area literacy;
- professional feedback to the Michigan Department of Education;
- understanding and widespread use of the *Michigan Curriculum Framework*; and
- generation of materials and strategies to support and enhance literacy for *all* students (close the achievement gap).

For more information contact:

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5/15/02 *Draft*